

ARTS INTEGRATION LESSON PLAN OVERVIEW

TITLE OF LESSON: *Dancing Words* presented by Susan Bendix

DURATION: 5 days; 50 minute sessions

GRADE LEVEL: 6th – 8th

OVERVIEW:

This lesson will guide students through both written and choreographic vocabulary development. It will link metaphoric similarities found in written composition and choreographic composition. The student will experience the embodied nature of language and ideas and expand their understanding of self expression.

ARIZONA STATE STANDARD (S) BEING ADDRESSED:

www.ade.state.az.us/standards/contentstandards.asp

P.O. (S) FOR LANGUAGE ARTS:

Grade 7: Concept 4: Word Choice PO 1 Use accurate, specific, powerful words that effectively convey the intended message. PO 3. Use vocabulary that is original, varied and natural. PO 4. Use literal and figurative language where appropriate to purpose.

P.O. (S) FOR ARTS:

Strand 2: Concept 3: Relating Dance and Literacy. PO1 – 201 Create a thematic movement phrase to express images, ideas, situations, and feelings found in text. PO2 Strand 1: Create. Concept 4. Improvisation/choreography. Using the Elements of Dance to Communicate. 202 Using the elements of dance, create dance phrases that communicate meaning.

MATERIALS:

Large newsprint tablet. Crayons and markers. CD iPod player. Open space.

BACKWARD MAPPING DESIGN:

- 1. Program Goals/Learning Objectives**
- 2. Assessment/Evaluation**
- 3. Program Activities**

1. a. PROJECT GOALS *(What are the key or essential questions about the topic? What big ideas are worthy of understanding?)*

What are personal metaphors and how do they reflect who I am? How are emotions and ideas expressed in metaphor? How is metaphor represented in movement? How is written and choreographic composition similar?

1. b. LEARNING OBJECTIVES *(What are your learning objectives? What should students know, understand and be able to do by the end of the program?)*

Students will think, move, listen and write metaphorically. Students will know what a metaphor is and understand (experience) it in different modalities; through the body, through language and through sound. They will apply personal metaphor to a movement-language study. Students will understand (experience) metaphor in an integrated, multi tiered way. Students will develop a capacity for spacious metaphoric-imagistic thinking.

2. a. ASSESSMENT *(How will you know the students really understand the big ideas? How will they demonstrate or perform what they have learned?)*

Students will perform their original movement with language studies.

2. b. EVALUATION *(How will you evaluate your program's success? At what points will you check in throughout the process to ensure success?)*

This process can be observed visually.

3. PROGRAM ACTIVITIES *(What learning experiences will you present in order to help develop student understanding?)*

1. Daily movement exploration activities. The body becomes prepared as a site for interpretation and expression of ideas.
2. Work with music and literal drawing.
3. Apply verbal imagery to music.
4. Apply visual and verbal imagery to emotions.
5. Create movement study with spoken imagery and sound.

EXTENSION ACTIVITIES: *(What tools will you leave behind for the teacher to develop and implement after you have left the classroom?)*

I will leave a metaphoric thinking sheet with teachers. It is the same one I'll use with students.

DOCUMENTATION: *(How will the experience be documented? What formats will be used; video, photos, journal, posters, etc.?)*

I will video the projects and retain the drawing and writing exercises.